

What to do with the kid who...SEEKS POWER?



- keep cool
- isolate the student from the group/class; let him go to a private area to refocus
- diffuse the anger → “I see your point” “I know how you must feel”
- role play & reverse roles
- if you made a mistake, admit it & apologize
- encourage independent thinking
- conference with the student to evaluate the situation that led to the confrontation; determine the source of the problem (family issues, personal problems, trouble with last class, etc.)
- write a contract to brainstorm alternative ideas he might try when he’s upset & wants to take control
- give the student a leadership role & a chance to be a positive leader
- reinforce anything the student does that is positive; encourage his actions when he stays cool
- encourage the student to keep a journal for self-analysis so he can record what upset him, process it, & reflect on the feelings he had, and redirect the behavior

I-messages help teachers let students know their behavior has a negative effect on the teacher without making students feel guilty. It contains the behavior, the effect, and the feeling the behavior gives.

Student behavior

Chelsea shouts “This sucks!” when her graded journal entries are handed back. “You can’t take off points for misspelling. You didn’t tell us to use dictionaries!”

Adam makes silly remarks that cause laughter, distraction, and attention to fade from the lesson at hand.

I-message

I realize you must be upset. When I hear you challenge me (**behavior**) it makes me feel frustrated (**feeling**) because the rest of the class becomes defensive without explanation (**effect**).

When someone tries to dominate the lesson/class period with excessive off-task remarks (**behavior**) I feel offended (**feeling**) because I spent hours creating a relevant & interesting lesson that students are not able to focus on (**effect**).